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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Manzanita SEED Elementary School

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Manzanita SEED Elementary School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Manzanita SEED Elementary School



2021-2022 School Plan for Student Achievement (SPSA)

School: Manzanita SEED Elementary School
CDS Code: 1612590110247
Principal: Diane Lang
Date of this revision: 5/17/2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Diane Lang	Position: Principal
Address: 2409 East 27th Street Oakland, CA 94601	Telephone: 510-535-2832 Email: diane.lang@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/17/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Manzanita SEED Elementary School **Site Number:** 175

- | | | |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:


1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/17/2021

6. The public was alerted about the meeting(s) through one of the following:

- | | | |
|------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.) |
|------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------|

Signatures:

Seyana Mawusi <i>Principal</i>	Seyana Mawusi	Signature	6/8/2021
Frankie Ramos <i>SSC Chairperson</i>	Frankie Ramos	Signature	6/12/2021
Kathleen Arnold <i>Network Superintendent</i>	Kathleen Arnold	Signature	6/16/2021
Lisa Spielman <i>Director, Strategic Resource Planning</i>		Signature	6/17/21

2021-22 SPSA ENGAGEMENT TIMELINE

School Site: Manzanita SEED Elementary School

Site Number: 175

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
4/21/2021	SSC	discussed SPSA - current year goals and priority areas; timeline for 21-22 SPSA. Gathered feedback about priority areas for 21-22.
4-28-1`	SEED Teachers	SPSA Input and Reflection based on 4 LCAP goals
5/9/2021	SSC teachers	review of 20-21 and 21-22 goals, in order to reflect current reality and planning for next year at SEED
6/8/2021	SSC	SPSA approval

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2021-2022 BUDGET SUMMARY**Budget Summary**

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$85,085.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$479,510.00

Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$82,875.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$27,480.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,210.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$255,000.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$85,085.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$394,425.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$479,510.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT		
1A: ABOUT THE SCHOOL		
School: Manzanita SEED Elementary School	School ID: 175	
School Description		
<p>Manzanita SEED is a 50-50 simultaneous two-way dual language, arts enriched, Project-Based Learning TK-5th grade School, focusing on language, culture, equity, and family-school integration. SEED is an acronym for School of Expeditions, Equity and Diversity.</p>		
School Mission and Vision		
<p>Vision We will provide a healthy, nourishing environment for every child to develop strong roots in the major languages and cultures of our community. We prepare students to branch out into the world as bilingual and bi-literate leaders and life-long learners. At SEED, children gain an understanding of and respect for themselves, their community, and the world.</p> <p>Mission SEED is an Project-Based Learning School with a focus on Language, Culture, Equity, and Family-School Integration. Our vision is for all students to be:</p> <ul style="list-style-type: none"> • Bi-literate and Bilingual: in both English and Spanish • Academically proficient: at or above grade level in both English and Spanish • Culturally competent be able to understand other cultures and have high self-esteem <p>We provide a two-way immersion program in Spanish and English which prepares students not only to be bilingual and bi-literate, but to better understand and respect themselves, their community, and the world. In addition, we implement our vision with a curricular approach based on project-based learning, a focus on family-school integration, and an emphasis on diversity, equity, and inclusion. Project-Based Learning is a comprehensive school reform model based on five core practices: Project-based learning units, Active Pedagogy, Culture and Character, Leadership and School Improvement, and School Structures. Teachers at every grade level collaborate to develop learning expeditions based on the social studies and science content standards. The expeditions incorporate fieldwork and/or service learning, and integrate reading, writing, and the arts with a social justice lens. Both the process and product of student learning in the expedition is showcased at two yearly EXPOsitions of student learning.</p> <p>Diversity, Equity, and Inclusion At SEED, we believe the diversity of our student population is a strength to be shared. Our two-way immersion and special education programs are a testament to this philosophy.</p>		
1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES		
Focus Area:	Priority Strengths	Root Causes of Strengths

<p><i>College/Career Readiness</i></p>	<p>iready mid-year diagnostic data shows 58.4 % of K students at grade level, 39.1% of 1st graders, 31.9% of 2nd graders. RI mid year data shows 43.5% of students at or above grade level proficiency, even with pandemic and distance learning. Spring RI growth in students at or above proficiency by 6 poiints from 2016 to 2019.</p>	<p>Adoption of Adelante/Advance, focus over several years to create TK-5 vertical alignment @ literacy; focus on language allocation and standards-alignment within expeditions</p>
<p><i>Focal Student Supports</i></p>	<p>RI proficiency grew for African American (+5.4), Latinx students (+10.1), and students with IEPs (+.3) between Spring 2017 and Spring 2019. (No Spring data for 19-20 or 20-21) iready mid year Standards Mastery showed African American students outperforming their peers overall by ! There are over 20 SIPPs groups in K-2nd grade with 5 tutors, plus TSA. Add data point @ growth and/or proficiency levels. Additionally, all students have received small group support in ELA/SLA and math in the 21-22 year, with classroom teachers, SIPPS tutors, newcomer teacher and after school teachers providing SIPPs, small group instructions and newcomer reading support through LLI.</p>	<p>\$\$ to hire, TSA with experience in Early Literacy. Leadership in setting up groups and providing on-going training to staff. Leadership asked after school program to partner with site to provide additional SIPPs and small group support within the school day within distance learning framework enabled more partners to train and practice with adopted phonics curriculum designed for promoting early literacy success.</p>
<p><i>Student/Family Supports</i></p>	<p>Site has supported families through: Family Coodinator position that provides resources and communication to families, ESL classes, office hours for consultation. PTU supports family involvement in school planning and decision making activities. Principal hosts monthly meetings @ Racial Justice. Monthly Go Fund me for SEED families.</p>	<p>Designated family coordinator, leadership from principal, TSA, Admin Assistant who supports SELs, develops agenda. Intentional structures and staff tasked with ensuring family engagement and ownership. Teachers who take ownership to identify student/family needs, and address them.</p>

<i>Staff Supports</i>	High teacher and staff retention year over year, positive and supportive staff climate with strong communication structures for staff. Significant support staff, at least 1 AS program person assigned to each grade level to support instruction and students	Strong relationships, trust, belief in collaborative leadership. Staff is experienced and use their knowledge in support of instructional and climate needs of school.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	SBAC and SRI scores plateaued overall or decreased slightly for students between Spring 2017 and Spring 2019: SBAC DFS for ELA: 16-17: -35.6, 17-18: -38.9 to 18-19: -37; DFS for Math 16-17: -39.3, 17-18: -41.8, 18-19 -43. Adoption and implementation of i-ready across all grades was a challenge this past year.	Shift to distance learning and challenge of assessing students in both languages.
<i>Focal Student Supports</i>	Need to continue to decrease opportunity/achievement gaps for focal subgroups at SEED: African-American, students with IEPs, ELLs. African Americans and students with IEPs lost ground during last three years of SBAC administration for Math and ELA. Ensuring that classroom teachers are also trained and feel ready to implement SIPPs, especially with anticipated learning loss for some students.	Students who need SIPPs most are hardest to access. Increasing AAMA support groups Implementing small group interventions for focal students/students not in sphere of success Consistent progress monitoring to ensure acceleration of instruction
<i>Student/Family Supports</i>	Students with high needs have been hardest to reach and engage in distance learning;	lack of in person access creates more barriers to just-in-time support for students and families. Need to create more opportunities for small groups, mentoring, 1:1, family engagement opportunities, increased communication and connection, etc.
<i>Staff Supports</i>	Challenge of new staff members (TSA, Social Worker, RJ coordinator, etc) integrating supportive practices and routines for staff and students in distance learning	overwhelm of multiple pivots and new responsibilities for all staff members, and particularly teachers in distance learning did not create optimal conditions for additional staff supports to flourish

1C: 20-21 STUDENT GOALS & TARGETS**Goal 1: All students graduate college, career, and community ready.****School Goal for May 2024:**

65% of students are at or above grade level as measured by key literacy and math assessment metrics in English AND Spanish.

Instructional Focus Goal: *All students experience success in the early years.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	60.0%	70.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	50.0%	60.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	30.0%	40.0%

Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in Language Arts.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-36.3 (Spring 2019)	n/a	-18.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	Coming soon	45.0%	50.0%
IAB ELA at or above Standard	All Students	TBD	24.1%	i-ready Standards Mastery: 50%	i-Ready Standards Mastery: 58%

Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in Math and Science.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-25.0
IAB Math at or above Standard	All Students	TBD	23.2%	i-Ready Standards Mastery: 40%	i-Ready Standards Mastery: 48%

CAST (Science) at or above Standard	All Students	TBD	11.9%	n/a	30.0%
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Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for May 2024: African Americans, ELLs and students with IEPs will demonstrate +20 points growth on Standards-aligned assessments (SBAC/iReady Standards Mastery)

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-128.3 (Spring 2019)	n/a	-100.0
SBAC ELA	English Learners	Please choose a focal student group at left.	-103.1	-90.0	-70.0
IAB ELA at or above Standard	Students with Disabilities	n/a	4.0%	i-Ready;	tbd
IAB ELA	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-133.6 (Spring 2019)	n/a	-100.0
SBAC Math	African-American Students	Please choose a focal student group at left.	-124.0	Please choose a focal student group at left.	-90.0
IAB Math at or above Standard	Students with Disabilities	n/a	8.0%	n/a	tbd
IAB Math	English Learners	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd

Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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ELL Reclassification	English Learners	Reclassify 16%	22.7%	n/a	27.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	12.5%	n/a	20.0%

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for May 2024: Eliminate disproportionality of chronic absence and suspensions of SpED and African American students by 2024

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	69.0%	n/a	80
Suspensions	All Students	-2pp	0.9%	n/a	0.5
Suspensions	African-American Students	-2pp	0.0%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	2.9%	n/a	0.0%
Chronic Absence	All Students	-2pp	14.7%	n/a	10.0%
Chronic Absence	African-American Students	-2pp	21.3%	n/a	10.0%
UCP Complaints	All Students	n/a	n/a	0	0

Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

School Goal for May 2024: Racial justice and equity continue to be centered as school-wide practices in order to create conditions for all student subgroups to consistently access joyful and rigorous learning environments.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	80.0%	85.0%
Teacher Retention	All Teachers	n/a	77.5% (Fall 2020)	95.0%	95.0%

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

We need more diverse examples of real world "application" of math and science (walking field trips, diverse examples "inventors," "Careers," "Trailblazing people today." National geographic magazine is a great example of science and scientists today.

Exploratory Learning: the thread through all grades and year round needs strengthening

Lego Program to encourage engineering

Science Packets to bring home for the weekend (check-out like a library) to help engage parents and science learning outside of school.

Explore different structures for teaching math like teacher cohorts that travel with kids (3rd grade teachers become 4th grade teachers, teachers good at math teach math and focus on teaching math well)

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

Manzanita SEED Elementary School: School		SPSA Year Reviewed: 2020-21	SPSA Link: 20-21 SPSA
2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)			
20-21 Conditions for Student Learning Priority:		Culture and Climate Systems-- Establish, implement and reinforce high expectations across settings to build a culture of safety and inclusivity.	
Theory of Change:	If we strengthen our school-wide and classroom PBIS and SEL Tier 1 practices with a focus on respectful relationships, team building and systems implementation to fidelity including ongoing data analysis and problem solving, then students will be treated fairly when they break the rules, will treat their teachers and others with more respect, and will in turn come to school on a regular basis.		
Related School Goal:	All students build relationships to feel connected and engaged in learning.		
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Due to Covid, our plans overall changed for this year. A significant amount of time was spent to ensure students and families had access to technology and internet, schedules, and student groupings. At the beginning of the year, the staff researched and set online expectations. We have continued to hold morning meetings, used classified staff and after school staff partners to push in to classes to support small groups of students. An RJ Coordinator has held staff circles and student community circles.			
What evidence do you see that your practices are effective?			
A 96% attendance rate is evidence of positive effects of these practices. Students are engaged in zoom classes also due to widespread routines used daily.			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
Ensuring tech connectivity was conducive to student engagement in zoom classes. Trackers were used to track which students needed technology.			
20-21 Standards-Based Instruction Priority:		STEM education standards-aligned instruction in math and science	
Theory of Change:	If teachers deeply understand grade-level standards, and practice creating content and language objectives that map to these standards, including in student expedition units, then teachers' task, lesson and unit plans will provide more rigorous instruction, and more opportunities for students' to participate in engaging and demanding tasks. This, in turn, will increase students' ability to approach or reach grade-level proficiency across all content areas.		
Related School Goal:	11.9 All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.		
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We were unable to implement this priority because of the shift to distance learning due to the pandemic.			
What evidence do you see that your practices are effective?			
N/A			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			

Our priority was shifted to collaborative learning and sharing best practices in distance learning.	
20-21 Language & Literacy Priority: Ensure weekly schedules provide a balance of literacy experiences (e.g. guided, independent, shared reading/writing) and Designated/Integrated ELD.	
Theory of Change:	If all Literacy-focused tasks are guided by CCSS, and if we consistently set goals for students, monitor their progress towards those goals and if teachers have the opportunity to plan and consult with each other, then students will continue to grow in their reading level. Also, for students below grade-level, if teachers spend time in PLCs analyzing literacy data, progress monitoring and planning differentiated instruction accordingly, and students below grade level receive additional guided literacy instruction weekly, then those students will accelerate their literacy growth over the course of the year.
Related School Goal:	11.9 English Learner students continuously develop their language, reaching English fluency in six years or less.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Integrated ELD was implemented throughout classrooms, in lower grades as part of the instructional design and in upper grades through Adelante. Designated ELD was constrained because of reduced instructional time, but happened a few times a week in most classrooms. Teachers were given lists of students who were English Learners, and instructional planning was designed around their needs.	
What evidence do you see that your practices are effective?	
We don't have clear evidence right now, but attention will continue to be paid to goal-setting and progress monitoring for ELLs	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Changes will be made for next year to ensure PD/PLC time is dedicated to this area.	
20-21 Conditions for Adult Professional Learning Priority: Science and math improvement	
Theory of Change:	K-5 teachers should have a weekly collaboration time focused on math and science development.
Related School Goal:	Leading Teams-- Practice and lead collaborative inquiry to build a culture of public learning and improve learning for students from underser
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Teachers have had a regular collaboration time, part of which is focused on math and science development	
What evidence do you see that your practices are effective?	
teachers used their collaborative time to support one another in distance learning to still create effective and engaging math and science lessons, within the larger framework of grade-level science-focused expeditions	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
N/A	

20-21 Conditions for English Language Learners Priority:		All ELL Students will receive quality Integrated ELD across all content areas throughout the school day plus 30 minutes of quality daily Designated ELD
Theory of Change:	If teachers consistently implement quality daily designated ELD (4-5 using Benchmark Advance), and incorporate integrated ELD strategies during ELA, Math, and Science instruction, focusing on scaffolded student talk and differentiated tasks through the use of complex texts (TK-3 using Expeditionary Learning, 4-5 using from the Advance/Adelante curriculum), then a higher percentage of ELLs will reclassify. To implement this theory of change: <ul style="list-style-type: none"> - Teachers use Before, During, After Reading Routines for ELLs at least 3x/week. - Teachers engage students in academic discussion via structures and equitable participation strategies. (3C.3) - Academic language related to the task and objective is explicitly named, taught, rehearsed, and reinforced. (3C.1) 	
Related School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
Because of COVID and a reduction in instructional minutes, Implementation of practices for this priority area were more limited, and the pivot to distance learning routines and practices meant that ELL routines were not the focus of professional development this year. It was also challenging to obtain materials for distance learning in this area.		
What evidence do you see that your practices are effective?		
N/A		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
Designated and Integrated ELD structures and instructional routines will be an explicit focus for the school next year.		
DEPARTURE FROM PLANNED 20-21 SPSA BUDGET		
Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?		
N/A		

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES					
School: Manzanita SEED Elementary School				School ID: 175	
3: SCHOOL STRATEGIES & ACTIONS Click here for guidance on SPSA practices					
CONDITIONS FOR STUDENT LEARNING					
School Priority ("Big Rock"):		Focus on cultural responsiveness and inclusivity across all school settings; ensuring that ALL students feel welcome and engaged; disproportionality of African American and students with IEPs with URF's, Chronic Absenteeism and suspensions.			
School Theory of Change:		If we strengthen our school-wide climate and culture, SEL and mindfulness practices with a focus on respectful relationships, team building and systems implementation to fidelity including ongoing data analysis and problem solving, then students will feel safe and welcome at school, see evidence of their culture being celebrated, and in turn attendance will increase, and URFs and suspensions will decrease for students in target focal groups.			
Related Goal(s):		<p>All students build relationships to feel connected and engaged in learning.</p> <p>Reduce number of AA, ELLs and students in SpED/Special Day classes: -Experiencing Chronic Absenteeism -Not "Feeling connected to peers and adults." -receiving referrals and suspensions</p> <p>Increase staff education related to anti-racism and implicit bias in order to address and reduce disproportionality.</p>			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers will collaborate to discuss and respond to student social emotional needs that have been shifted or intensified as a result of the pandemic, in order to ensure that all students feel cared for as they return to school or stay in distance learning format for 21-22	Leader will work with teachers to share emerging or existing practices, and work with all relevant teams to ensure that student and family needs are addressed and discussed within a culturally responsive and caring framework	PD, PBIS, COST agendas		Tier 1
1-2	Teachers will implement signature classroom practices consistently: some key practices might include: -Morning meetings and Closing circles, -Caught You Being Goods, -Peace Corners, -I Statements, -SEED character traits, -Setting clear and consistent expectations - Diversity in books and materials in each classroom - Culturally responsive SEL and instructional practices	Leadership will facilitate a conversation at beginning of year with staff to surface which signature Tier 1 classroom practices should exist in every classroom space (e.g., Mindfulness space, expectations, reinforcement, etc)	PD agendas Visual schedules Classroom walkthrough tool		Tier 1

<p>1-3</p>	<p>PBIS Team will meet bi-weekly alongside SEED the culture and climate team, including a broad range of stakeholders (principal, ITL, parent engagement, upper/lower grade teacher reps, sped, RSP, and enrichment teacher) in attendance 80% of the time with clear meeting roles and responsibilities taken on by all members of the team.</p> <p>PBIS team members will support implementation of our schoolwide CYBG 'caught you being good' system.</p> <p>PBIS team will conduct student and staff surveys related to culture and climate practices, 2x per year and will integrate feedback into ongoing plans.</p> <p>Schoolwide guided practice tours take place at beginning of each year to formally teach expectations across settings.</p>	<p>Principal will ensure that PBIS meetings are calendared and consistently built into PD cycle, and will coordinate with PBIS team to support robust implementation of key practices (including attending central PD opportunities, etc)</p>	<p>PBIS and PD agendas</p> <p>Staff and student survey data</p> <p>Schedules for guided practice tours</p>		<p>Tier 1</p>
<p>1-4</p>	<p>The COST team meets weekly to triage and determine next steps to support students based on the referrals that come from teachers and staff.</p>	<p>Principal will attend COST regularly and will ensure OUSDForce is updated consistently.</p> <p>Principal will provide opportunities for members of COST to engage in district training and will have time on the PD and staff meeting calendars for COST to train staff on the COST process, reinforce referral protocols, analyze SRSS data, and learn how to implement (as appropriate), monitor, and reinforce tier 2 and 3 interventions.</p>		<p>Challenge of new staff members (TSA, Social Worker, RJ coordinator, etc) integrating supportive practices and routines for staff and students in distance learning</p>	<p>Tier 2</p>
<p>1-5</p>	<p>In coordinator with the principal, Community School Manager will carry out key activities that support student and family engagement in alignment with the school's vision and priorities. This will include ensuring that Tier 2 systems and structures for students are implemented, and that families are included as key stakeholders in their students' academic and SEL experience at SEED.</p>	<p>Principal will work with the Community School Manager to identify role's support for key school plan priorities, and will engage in regular meetings to discuss progress, troubleshoot, and support on going coordination of activities that support students and families. Principal, Community School Manager and other key stakeholders will meet weekly or bi-weekly to ensure coordination of activities and alignment to school's overall plan and priorities</p>	<p>Calendar of regular meetings between leadership and Community School Manager; google doc with evidence of regular collaboration and key priorities</p>	<p>Students with high needs have been hardest to reach and engage in distance learning;</p>	<p>Tier 2</p>

1-6	Teachers will hold learn about and implement trauma-informed and culturally responsive practices, including Tier 1 community and Tier 2 restorative circles, in order to support positive, respectful and culturally informed classroom communities, and to repair harm and empower students within classroom, grade level and school community.	Leader will prioritize opportunities within school and district PD calendar for all teachers to have access to professional development focused on trauma-informed, culturally responsive practices, including Restorative Justice principles and practices. Leader will prioritize funding and professional development time in order to ensure there is on-site expertise (hopefully in the form of an RJ coordinator) in order to hold community and harm circles, and in order to position Restorative Justice as a priority practice at SEED for 21-22.	Master schedule with morning meetings and class meetings, PDs for SEL /RJcurriculum scheduled Information re: restorative justice and trauma-informed practices is shared with parents/families: i.e., during coffee with the principal, flyers shared on ParentSquare, sent out in family bulletin	Students with high needs have been hardest to reach and engage in distance learning;	
1-7	Teachers will provide small groups and mentoring for African Americans, newcomers and other groups using attendance, URF/suspensions and other connectedness data	Leader works with Community School Manager to create master schedule which includes times for small SEL, academic and support/mentoring with focal groups based on data	Increase in small groups and mentoring within master schedule Consistent COST focus to request referrals and identify students who can benefit from focused small groups	Students with high needs have been hardest to reach and engage in distance learning;	Tier 2
1-8	Staff will create a committee to develop a plan to allow for SPED classes to be more integrated with the SEED community	Leader will work with staff to form a committee to explore SpEd integration throughout the campus at SEED	SEED committee roster meeting agendas and notes		Tier 1
1-9	SpEd teachers will collaborate to determine mainstreaming opportunities with their students in accordance with their IEPs	Leader ensures specific planning time with the SpEd team and their Instructional Coach to determine mainstreaming opportunities for SDC students in accordance with their IEPs	SpEd team meeting notes IEPs reflect mainstreaming opportunities		Tier 1
1-10	SpED teachers will use professional development time in order to best plan for the needs of their students, which may include collaboration with gen ed SEED teachers and the SpEd team at MCS.	School leader and SpEd team will confer in order to identify professional development for SpEd teachers that is pertinent to support overall running of school, academic and SEL success, as well as determining appropriate PD opportunities, including potential collaboration with MCS SpEd team and SEED gen ed teachers.	SpED team meeting notes PLC agendas and notes		
1-11	Gen ed teachers collaborate with SpEd teachers to differentiate materials, plan lessons, and create opportunities for SDC students to mainstream within academic program	Leader ensures specific collaboration time for the SpEd team and general education teachers to differentiate materials and activities to meet the unique needs of SDC student	PLC/collaboration meeting notes classroom walkthroughs		Tier 1

1-12	Teachers/staff will participate in training opportunities that help them understand, plan for, and implement emergent best practices for mainstreaming special day students within their classrooms and other spaces throughout the school	Leader will provide training opportunities for teachers who will have SDC students push into the general education classes and school wide activities - perhaps with the network's BCBA who was previously an Inclusion Specialist or with one of the SpEd Instructional Coaches.	PD/PLC agendas and notes		Tier 1
1-13	Teachers/staff will participate in training opportunities that help them understand, plan for, and implement emergent best practices for mainstreaming special day students within their classrooms and other spaces throughout the school	Leader will work with appropriate teams to identify how all staff, including SDC teachers and paraprofessionals, are included in and are active participants in professional development, site committees, and other staff spaces.	Review of PD/PLC and site committee participation		Tier 1

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	<ol style="list-style-type: none"> 1. New curriculum (EL education and Adelante/Advance) exploration in 21-22, with recommended adoption for 22-23 2. TK-2 focus on early literacy foundational skills instruction in Spanish and English 3. In 4th and 5th grade, continue implementation of Adelante/Advance in order to refine instruction and monitor progress/support students' academic needs 				
School Theory of Change:	<p>If we provide teacher professional development and collaboration time for teachers to authentically grapple with:</p> <ul style="list-style-type: none"> -how to teach and support early literacy foundational skills in Spanish and English -how to teach to grade-level standards within expeditions -how to implement Adelante/Advance with a focus on culturally responsiveness and student academic needs, then... <p>-which curriculum adoption or combination makes the most sense for SEED given its position as a dual language, expedition-based school, then</p> <ol style="list-style-type: none"> a) teachers will feel empowered and excited about their instructional planning and decision-making, both within current curriculum and in contemplation of new ELA curriculum adoption b) teachers will continue to use emerging early literacy/phonics assessments and programs c) teachers' task, lesson and unit plans will provide more rigorous instruction, and more opportunities for students' to participate in engaging and demanding tasks. This, in turn, will increase students' ability to approach or reach grade-level proficiency across all content areas. 				
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

2-1	Teachers collaborate to discuss two new proposed ELA curriculum adoptions in OUSD, and to decide how to fully roll out curriculum adoption of Adelante/Advance or a combination of Adelante/Advance and EL Education in 22-23	Leader will work with teachers and teacher teams to create collaborative and creative processes for discussing these curriculum adoptions across grade level and content area, and for learning more about each curriculum during the next school year, through attending district PDs, reading articles, and working with others school within and outside of OUSD to determine the best path forward at SEED	-4th and 5th grade teachers at SEED share their implementation experience teachers attend district-led PDs on Adelante/Advance and EL education -ILT/staff engage with other experts and schools who are using these instructional materials		Tier 1
2-2	K-2 Teachers and tutors provide regular, systematic, differentiated foundational skills instruction in both languages. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.	-Establish expectation of implementation of Heggerty and SIPPS curriculum, including regular assessment. -Provide Professional development and learning for implementation of curriculum and strategies -Support & monitor use of foundational skills curriculum across classrooms and grade levels to ensure instructional alignment. -Partner with central coordinators to ensure all teachers have access to instructional materials and are trained in use of the curriculum ational skills curriculum across classrooms and grade levels to ensure instructional alignment.	- <u>Learning walk data documents fidelity of curriculum implementation. (e.g. Indicators monitored via use of SIPPS Site Implementation Tool)</u> - <u>Foundational skill assessment data (e.g. Letter Name ID, i-Ready Diagnostic, SIPPS Mastery Tests, PSF, LNF) that shows student progress</u> - <u>All teachers have foundational skills instruction on their weekly schedules.</u>		Tier 1
2-3	In TK-3, teachers wil collaborate in grade level teams in each of their two yearly grade level expeditions, ensuring that grade-level content standards are addressed, content and language objectives are routines developed and shared with students, and that students have the opportunity to engage in rigorous and authentic tasks that map onto the Literacy, Math and NGSS standards. In math and science (including all three strands in: physical, life, and earth and sciences) students will have an ongoing opportunity to engage with the Standards for Mathematical Practice and the Next Generation Science Standards.	Provide professional development + weekly PLC/collaboration time for grade level teachers to plan and develop CLOs for each lesson	-Learning walks/observation reveal consistent use of content and language objectives -PD/PLC calendar with learning cycles or practice of developing CLOs, access to NGSS science standards		Tier 1

2-4	The expeditions that teachers teach in grades K-3 are written and revised during teacher collaboration based on the science standards and include the rotation of FOSS kits to align with the curricular and thematic focus of the grade level expeditions. This will occur in the expeditionary planning for grade K-3. 4th and 5th grade team planning will include the FOSS kits as well as interdisciplinary instruction that integrates the teaching of science and math standards during social studies during Spanish and English language arts.	Principal, and Instructional Leadership Team provide support and monitoring to ensure teacher teams collaborate to incorporate FOSS kits within curricular and thematic adoptions of each grade level	PLC and planning agendas Classroom walkthroughs		Tier 1
2-5	4th and 5th grade teachers will collaborate to implement Adelante/Advance, focusing on implementation with fidelity and cultural responsiveness and representation	Leadership will provide continued opportunities for teachers to participate in learning cycles @ Adelante/Advance	PD agenda/OUSD trainings Classroom walkthroughs demonstrate A/A adoption and attention to equity/cultural representation		Tier 1
2-6	Teachers will study the new math pilot, and collaborate to adopt into existing structures and classroom practices	Leadership will provide professional development on the new math curriculum pilot	PD agenda Classroom walkthroughs		Tier 1
2-7	Across all curricula and grades, teachers will focus on progress monitoring and small group instruction in order to support students, and accelerate their instructional progress	Leadership will provide weekly time in PLCs and collaboration for teachers to monitor and accelerate student progress	PD and PLC agendas Progress monitoring trackers for each grade + SDC classes		Tier 2

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	All students will have access to high-quality Tier 1 literacy curriculum and instruction in both Spanish Language Arts and English Language Arts that follows the SEED language allocation model.
School Theory of Change:	<p>If we provide students with rigorous literacy instruction through</p> <ul style="list-style-type: none"> - ensuring schedules meet the ratio of Spanish:English minutes according to OUSD's 50/50 language allocation - clarifying the core instructional experiences of each grade level in Spanish and English - giving teachers access to high-quality Tier 1 curriculum in Spanish Language Arts and English Language Arts - giving teachers training in how to use the high-quality Tier 1 curriculum in Spanish Language Arts and English Language Arts - supporting teachers in designing Expeditions that use literacy materials from the SLA curriculum and ELA curriculum - providing newcomers with both ELA and SLA intervention to strengthen literacy skills in their home language <p>then both English Language Learners and Spanish Language Learners will make at least a year's progress, as measured by the SBAC ELA, DRA, EDL, iready, and Avant.</p>
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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3-1	Teachers will include GLAD strategies in their expeditionary learning plans to support language learners.	Leadership will work with teachers to ensure differentiated training on GLAD strategies	Teachers use GLAD strategies consistently in classroom		Tier 1
3-2	Teachers will teach language targets in their expeditions, units and daily lessons.	Leadership will ensure teachers have professional development input and coaching opportunities to develop language targets.	Teachers include language learning targets in their expeditions, units and daily lessons.		Tier 1
3-3	Teachers will monitor student progress in literacy by following the assessment calendar.	Leadership will provide teachers with release days or subs for assessments when necessary and possible.	Assessment calendar and assessment google doc is completed		Tier 1
3-4	Teachers will provide access to high quality instruction in both Spanish and English daily.	Leadership will work with staff to hire and retain staff to ensure access to instruction in both languages every grade level.	All students have access to both Spanish and English instruction daily.		Tier 1
3-5	Teachers will identify opportunities for transfer between English and Spanish.	Leadership will shape inquiry-based PD to support teachers in identifying opportunities for transfer.	PLC/teachers note opportunities for transfer between languages.		Tier 1

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	Racial justice and equity continue to be centered as school-wide practices in order to create conditions for all student subgroups to consistently access joyful and rigorous learning environments.
School Theory of Change:	If all staff at SEED continue to deepen their ability to access and implement practices that interrupt racism and bias, and create student experiences of connectedness to learning, then students who have been traditionally underserved and undervalued will thrive, and teachers will be better able to support their SEL and academic needs.
Related Goal(s):	Student connectedness and achievement data reflects this priority through: increased connectedness of focal group students (African American, SpED, ELLs); increased academic achievement as measured by local and state assessments
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers take equity into consideration @ student participation, and create systems and practices to ensure equitable student participation in class	Leadership provides staff with ongoing professional development opportunities, and time to consider how to assess and adjust classroom/schoolwide practices and interactions in order to ensure equitable participation	-Professional development -Classroom walkthroughs -participation data at class/school level		Tier 1
4-2	Teachers examine own bias and how that impacts class culture, student experience, and engagement with families	Leadership provides staff with ongoing professional development opportunities, and time to consider how this might show up in their classroom/schoolwide practices and interactions	-Professional development -cycle of inquiry with this topic as a focus -teacher reflection		Tier 1

4-3	Teachers examine curriculum and texts to ensure diverse representation and experiences, teachers use and develop curricula to discuss social justice and race/racism within the classroom	Leadership provides staff with ongoing professional development, and invites staff to collaborate to review existing curriculum and texts, and ensure provision of culturally responsive and representative texts across all subject areas	-Professional development -cycle of inquiry with this topic as a focus -classroom library + expeditions and other units of study		Tier 1
4-4	Teachers routinely provide interventions and opportunities for students to master standards and skills; provide opportunities to master content; progress monitor for student learning and adjust interventions and intervention groups accordingly	Leadership emphasizes interventions as a priority for teachers and support staff, and supports creation of daily and weekly schedules that prioritize small groups and interventions for focal students. PD/PLC time is spent analyzing focal student data and identify next steps	-Teacher's schedules reflects consistent time for intervention -Student progress tracker with consistent data tracking and next steps		Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	All ELL Students will receive quality Integrated ELD across all content areas throughout the school day plus 30 minutes of quality daily Designated ELD
School Theory of Change:	<p>If teachers consistently implement quality daily designated ELD (4-5 using Benchmark Advance), and incorporate integrated ELD strategies during ELA, Math, and Science instruction, focusing on scaffolded student talk and differentiated tasks through the use of complex texts (TK-3 using Expeditionary Learning, 4-5 using from the Advance/Adelante curriculum), then a higher percentage of ELLs will reclassify. To implement this theory of change: staff will identify ONE of the following core practices for ELLs from the Annual Plan in support of SEED's theory of change for consistent implementation in the 21-22 school year:</p> <p><i>Teachers use Before, During, After Reading Routines for ELLs at least 3x/week.</i> <i>Teachers engage students in academic discussion via structures and equitable participation strategies. (3C.3)</i> <i>Teachers provide students with language resources and other scaffolds to support their understanding. (3B.2)</i> <i>Academic language related to the task and objective is explicitly named, taught, rehearsed, and reinforced. (3C.1)</i> <i>Teachers provide opportunities for students to learn how language works to make meaning. (3C.1)</i></p>
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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5-1	Teachers create schedules and provide Designated ELD	Leadership provides support for schedules that allow for flexible groupings so that students are grouped depending on their ELD level	Daily schedules, school-wide ELD block, with the goal of moving up one level of implementation on <u>Stages of ELD Implementation PD agendas, observation notes and feedback tracker</u> <u>PLC agendas and notes, student data on language progress</u> <u>Focused walkthroughs using select indicators on the ELL Review Tool with debriefs and next steps</u>		Tier 1
5-2	Provide Designated ELD for newcomers, pull out using an approved newcomer program	Establish time for designated ELD in daily schedule Utilize newcomer teacher along with N2 ELLMA support provide PD on newcomer instruction and scaffolding Utilize newcomer teacher to provide additional newcomer Designated ELD pull out Encourage participation of newcomer teacher in district newcomer PD	-Daily schedules include protected designated ELD -Teacher attendance in newcomer PDs -Classroom walkthroughs		Tier 2
5-3	Teachers collaborate with each other and leadership to identify core ELL practice to focus on and refine school-wide during 21-22 academic year	Leadership works with ILT to identify core practice to focus on for the year across all classrooms	-Classroom walkthroughs		Tier 1
5-4	Teachers receive training on ELPAC in order to support students during ELPAC testing, and participate/observe ELPAC administration for at least 1 of the 4 sections for focal ELLs	PD includes ELPAC training for teachers. Teachers support ELPAC testing to understand test domains and questions	-ELPAC schedule for proctors and testers/daily teacher schedules during ELPAC testing -PD calendar		Tier 1

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link expenditure to a relevant LCAP goal.</i>	<i>Link expenditure to an SPSA action.</i>	<i>Autofills to identify the action.</i>
After School Programming	\$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	In coordinator with the principal, Community School Manager will carry out key activities that support student and family engagement in alignment with the school' vision and priorities. This will include ensuring that Tier 2 systems and structures for students are implemented, and that families are included as key stakeholders in their students' academic and SEL experience at SEED.	175-1
Noon Supervisor	\$10,530	General Purpose Discretionary	2905	Other Classified Salaries	4091	Noon Supervisor	0.22	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	In coordinator with the principal, Community School Manager will carry out key activities that support student and family engagement in alignment with the school' vision and priorities. This will include ensuring that Tier 2 systems and structures for students are implemented, and that families are included as key stakeholders in their students' academic and SEL experience at SEED.	175-2
Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	\$13,984	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Across all curricula and grades, teachers will focus on progress monitoring and small group instruction in order to support students, and accelerate their instructional progress	175-3
Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	\$3,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers will provide access to high quality instruction in both Spanish and English daily.	175-4

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Certificated Teachers' Salaries	\$6,224	LCFF Supplemental	1105	Certificated Teachers' Salaries	2623	Teacher Education Enhancement	0.05	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	In TK-3, teachers will collaborate in grade level teams in each of their two yearly grade level expeditions, ensuring that grade-level content standards are addressed, content and language objectives are routines developed and shared with students, and that students have the opportunity to engage in rigorous and authentic tasks that map onto the Literacy, Math and NGSS standards. In math and science (including all three strands in: physical, life, and earth and sciences) students will have an ongoing opportunity to engage with the Standards for Mathematical Practice and the Next Generation Science Standards.	175-5
STIP	\$23,852	LCFF Supplemental	1105	Certificated Teachers' Salaries	6268	STIP Teacher	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	<p>PBIS Team will meet bi-weekly alongside SEED the culture and climate team, including a broad range of stakeholders (principal, ITL, parent engagement, upper/lower grade teacher reps, sped, RSP, and enrichment teacher) in attendance 80% of the time with clear meeting roles and responsibilities taken on by all members of the team.</p> <p>PBIS team members will support implementation of our schoolwide CYBG 'caught you being good' system.</p> <p>PBIS team will conduct student and staff surveys related to culture and climate practices, 2x per year and will integrate feedback into ongoing plans.</p> <p>Schoolwide guided practice tours take place at beginning of each year to formally teach expectations across settings.</p>	175-6

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
STIP	\$31,343	LCFF Supplemental	1105	Certificated Teachers' Salaries	7408	STIP Teacher	0.59	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will provide small groups and mentoring for African Americans, newcomers and other groups using attendance, URF/suspensions and other connectedness data	175-7
Certificated Teachers' Salaries	\$60,436	LCFF Supplemental	1105	Certificated Teachers' Salaries	7784	Teacher, Structured English Immersion	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Leadership will work with teachers to ensure differentiated training on GLAD strategies	175-8
AAMA	\$52,055	LCFF Supplemental	1105	Certificated Teachers' Salaries	8199	Facilitator Manhood Development Program	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will provide small groups and mentoring for African Americans, newcomers and other groups using attendance, URF/suspensions and other connectedness data	175-9
Library Technician	\$35,977	LCFF Supplemental	2205	Classified Support Salaries	7783	Library Technician	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers take equity into consideration @ student participation, and create systems and practices to ensure equitable student participation in class	175-10
Books	\$2,588	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will provide access to high quality instruction in both Spanish and English daily.	175-11
Fund school supplies for targeted student groups so students have adequate resources to learn.	\$1,400	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will provide small groups and mentoring for African Americans, newcomers and other groups using attendance, URF/suspensions and other connectedness data	175-12
Expeditionary Field Work	\$4,950	LCFF Supplemental	5213	Student Public Transportation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will teach language targets in their expeditions, units and daily lessons.	175-13
to be allocated fall 2021	\$12,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	tbd	tbd	175-14

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Reading A-Z Licenses	\$7,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Leadership provides staff with ongoing professional development opportunities, and time to consider how to assess and adjust classroom/schoolwide practices and interactions in order to ensure equitable participation	175-15
Certificated Teacher Librarian	\$127,775	Measure G: Library	1105	Certificated Teachers' Salaries	1047	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Teachers routinely provide interventions and opportunities for students to master standards and skills; provide opportunities to master content; progress monitor for student learning and adjust interventions and intervention groups accordingly	175-16
Certificated Teacher Librarian	\$117,603	Measure G: Library	1105	Certificated Teachers' Salaries	2623	Teacher Education Enhancement	0.95	Goal 1: All students graduate college, career, and community ready.	Across all curricula and grades, teachers will focus on progress monitoring and small group instruction in order to support students, and accelerate their instructional progress	175-17
STIP	\$20,764	Parent Group Donations	1105	Certificated Teachers' Salaries	7408	STIP Teacher	0.41	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will include GLAD strategies in their expeditious learning plans to support language learners.	175-18
Fund school supplies for focal student population, including paper, ink and other materials, so students have adequate resources to learn.	\$3,896	Title I: Basic	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will provide access to high quality instruction in both Spanish and English daily.	175-19
Teacher extra hours parent workshops	\$1,369	Title I: Parent Participation	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	In coordinator with the principal, Community School Manager will carry out key activities that support student and family engagement in alignment with the school' vision and priorities. This will include ensuring that Tier 2 systems and structures for students are implemented, and that families are included as key stakeholders in their students' academic and SEL experience at SEED.	175-20

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Childcare Parent Workshops	\$298	Title I: Parent Participation	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	In coordinator with the principal, Community School Manager will carry out key activities that support student and family engagement in alignment with the school' vision and priorities. This will include ensuring that Tier 2 systems and structures for students are implemented, and that families are included as key stakeholders in their students' academic and SEL experience at SEED.	175-21
Parent Meeting Refreshments	\$543	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	In coordinator with the principal, Community School Manager will carry out key activities that support student and family engagement in alignment with the school' vision and priorities. This will include ensuring that Tier 2 systems and structures for students are implemented, and that families are included as key stakeholders in their students' academic and SEL experience at SEED.	175-22
CSM	\$78,979	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	In coordinator with the principal, Community School Manager will carry out key activities that support student and family engagement in alignment with the school' vision and priorities. This will include ensuring that Tier 2 systems and structures for students are implemented, and that families are included as key stakeholders in their students' academic and SEL experience at SEED.	175-23



School-Parent Compact

Manzanita SEED

2020-21

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2020-21 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

Ensuring that each student has a highly qualified teacher in both English & Spanish. Setting high academic & character expectations for all students. Setting high standards for all staff to service families & students.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Teachers will be hosting 2 student-led conferences with families each year and presenting student learning at 2 expositions of student work per year.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Teachers will be hosting 2 student-led conferences with families each year and presenting student learning at 2 expositions of student work per year.

4) Provide parents reasonable access to staff.

Teachers will support students & families by responding to their request for information within two days and welcoming families into the classroom (virtually or in-person)

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Families are invited to support classrooms, teachers, and students by learning of volunteer opportunities within the school. In particular, our (SELLS) site English Language Learners subcommittee is focused on ways to meaningfully engage EL families, educate them on the reclassification process and keep families informed of opportunities to observe and volunteer in classrooms. Further, parent workshops are provided for parents to provide parents with best practices related to instructional strategies.

6) Provide parents with materials and training to help them improve the academic achievement of their children.

Family conferences include goal setting for students, grade-level expectations to make families aware of student progress to support the monitoring of academic progress. Data and attendance information is shared with families in parent meetings during the school year.

7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

Staff professional development sessions that include information on how to engage parents and strategies to build impactful relationships with families.

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

Bilingual certificated and support staff to support conversations and amongst families in their home language. Providing teachers with contacts to request translation supports in language as needed to communicate with families in languages other than English and Spanish, such as Arabic and Mam.

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.

- Promote positive use of my child's extracurricular time by making sure my child read at home at least 30 minutes daily and completes class assignments or homework.
- Making sure my child gets at least 9-10 hours of sleep a night.
- Supporting the school-wide discipline plan
- Check my child's backpack regularly for important communication from the school
- Making sure my child wears the school uniform daily
- Sending only healthy snacks to school
- Attending 2 student-led report card conferences & 2 Expositions of student work.

Student Responsibilities

I will Support my learning at home by:

- Reading at home for at least 30 minutes daily
- Completing high-quality homework with pride.
- Getting to school on time every day.
- Do my homework every day.
- Talking with my family about what I am learning at school & how my learning is preparing me to contribute to a larger community.

This Compact was adopted by Manzanita SEED Elementary on (August 14, 2020), and will be in effect for the period of August 10, 2020, to May 28, 2021.

The school will distribute the Compact to all parents and family members of students participating in Title I, Part A program on or before (September 30th, 2020).

Signature of Principal

Diane Lng

Date: August 14, 2020



Strategic Resource Planning (SRP)

Manzanita SEED [#175] ELEMENTARY SCHOOL

School Site Council Membership Roster

2020-2021

SSC - Officers

Chairperson:	Breanna Hill
Vice Chairperson:	Frankie Ramos
Secretary:	Rocio Gutierrez

SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Diane Lang	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rocio Gutierrez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Natasha Saleski	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concepcion Nuñez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Molly Coben	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frankie Ramos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Patty Loza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Breanna Hill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Elizabeth Calmeyer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Melissa Albarca	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	Every 2nd Wednesday of each month at 10:00 AM
-----------------------------------------------------------------	-----------------------------------------------

SSC Legal Requirements (EC Sections 65000-65001):

1. Members MUST be selected/elected by peer groups
2. There MUST be an equal number of school staff and parent/community/student members.
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Manzanita SEED

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Holding parent-teacher-student lead conferences to discuss student's ()assessments, progress, achievements, and report cards.2 whole school data conferences per year between families and principal at coffee with the Principal with TRANSLATION for Spanish speaking families.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Provide parents reasonable access to staff and Regular meetings between parents and teachers such as IEP's , SSTs, 504 meetings etc

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Getting to Know your school event
- The school communicates to families about the school's Title I, Part A programs by:

- The SSC meeting dates & agenda items will be advertised on the monthly parent bulletin and will be posted 72 hours prior to the meeting outside the school office. An all-call with pertinent information regarding meetings will be sent out on a regular basis.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- During Get to Know your School Event, monthly SSC meeting, & end of data cycles, SEED teaching staff will provide an explanation of the curriculum, assessments, & proficiency levels students are expected to meet.
- During the monthly SSC meetings, data, student growth in literacy, mathematics, language acquisition growth will be communicated to all stakeholders.
- Twice a year, parents are expected to participate in the Student-Led Conferences
- Twice a year, parents are expected to participate in the Expositions.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Providing information via text, email and voicemail in the parent's elected home language.

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Twice a year, parents are expected to participate in the Student-Led Conferences
- Twice a year, parents are expected to participate in the Expositions.

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Providing online student subscriptions to educational online programs that provide access from home to individualized math and reading activities that are aligned with the curriculum in the classroom. Reading A-Z programs and ST math.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Parents, volunteers, parent coordinator, administration, and school staff participate in annual Community Peace Walks that introduce teachers & staff to the local neighborhood and help them understand the lives of their students outside of school. Fall harvest and winter holiday bazaar to inform families of school goals.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Parent teacher conferences, goal setting conferences,

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Annual review of communication impact as part of the (SSC) school site council training and audit.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Monthly (SELLS) site English Language Learners subcommittee, weekly email and talking points messages to families and parent/teacher conferences several times per school year.

The school provides support for parent and family engagement activities requested by parents by:

- Monthly PTU (parent teacher union meetings), BFE Black family engagement meetings, coffee with the principal meetings, School Site Council (SSC) Staff available via email, talking points, walk in or phone calls for communication.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Occurs during back to school night, to expo nights, parent teacher conferences, and fall festival. School intentionally shares related information during all parent committee meetings. (PTU, BFE, Coffee with the Principal, SSC, SELLS)

Adoption

This policy was adopted by the Manzanita SEED School Site Council on (August 14, 2020) and will be in effect for the period of August 10, 2020 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2020.

Name of Principal

Diane Lang

Date: 08/14/2020

Signature of Principal

Diane Lang

[Attached here, is the School-Parent Compact.](#)